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This report presents findings of a study designed to assess the feasibility of a regional educational laboratory for Hawaii and the Pacific islands. Problems considered include (1) assessment of interest in cooperation for research and development among agencies in the region, (2) collection of data on schools, cultural agencies, regional industries, and research and development talents in the region; (3) consideration of alternatives to a regional educational laboratory; (4) assessment of the degree of commitment from possible cooperating agencies; (5) delineation of the proposed laboratory's programs and functions as well as a proposal for the general organization of the laboratory; and (6) consideration of various models for legally joining in a regional educational laboratory. Results of the study inciate a high level of interest in such an undertaking and point out a definite need for cooperative effort in solving educational problems in the region. Research talents of the region were found sufficiently adequate to allow delineation of programs and functions and organizational planning for a Pacific Basin regional educational laboratory. (TT)

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FINAL REPORT
Contract No. OEC 4-7-061486-0193

FEASIBILITY STUDY FOR A REGIONAL EDUCATIONAL LABORATORY IN THE PACIFIC BASIN

November 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U. S. Department of
Health, Education and Welfare

Office of Education
Bureau of Research

Education Research and
Development Center
College of Education
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1776 University Avenue
Honolulu, Hawaii 96822

December 9, 1966

Mr. James C. Gillis Jr.
Director of Laboratories
Division of Laboratories
and Research Development
U. S. Office of Education
Washington, D. C. 20202

Dear Mr. Gillis:

Enclosed are copies of the final report of the Feasibility Study for a Regional Educational Laboratory in the Pacific Basin, OEC 4-7-016486-0193 and the copies of the ERIC Document Resume. A typed copy of the final report was forwarded to your office on December 2, 1966. A financial report will be supplied by the University at a later date.

This report reflects the concerted efforts of educators and others representing the American schools in the Pacific and Far East to develop a cooperative approach to the solution of mutual educational problems.

We look forward to a favorable response to the desire and plan to develop a regional educational laboratory in the Pacific. The feasibility of such an enterprise has been indicated and expectations for support generated.

Sincerely yours,

/s/ John A. Brownell

John A. Brownell

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Feasibility Study for a Regional
Educational Laboratory in the Pacific Basin
Contract No. OEC 4-7-061486-0193

Dr. John A. Brownell

November 30, 1966

The Research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

University of Hawaii
Honolulu, Hawaii

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Introduction

Background of Study

In October 1965, under P. L. 83-531 as amended by Title IV of P. L. 89-10, the University of Hawaii submitted a Prospectus for a Pacific Region Educational Laboratory for Research, Development, Demonstration, and Dissemination. The Education Research and Development Center (hereinafter EDRAD) of the College of Education of the University initiated the effort and developed the prospectus in behalf of the schools of the Pacific region. Exigencies of time and lack of funds limited involvement of Pacific region educators to those of Hawaii. Other Pacific educational agencies were consulted by mail and formally approved the effort. As a part of the review process a U.S.O.E. team conducted a site visit in December 1965. However, the proposed Pacific Region Educational Laboratory was not among those funded in early 1966.

In May 1966, President Thomas Hamilton of the University received notification from the Research Advisory Council, which advised the Commissioner on the approval of laboratory planning, of its interest in continued attention to the possibilities of Pacific regional cooperation for the improvement of education. The Commission suggested that the University develop a proposal for a series of conferences and activities among Pacific region educational agencies to consider the development of a regional educational laboratory.

The Commission's letter and subsequent consultations with U.S.O.E. officials raised fundamental questions about the previous effort: the extent of involvement of Pacific region educators, the degree of commitment of Pacific educational agencies to the proposed laboratory, the availability of the requisite scholarly, managerial, and technical personnel for the proposed programs, the definition and scope of the programs envisioned, and the amount of dissemination and implementation activity proposed.

The Commission's suggestions for further efforts were acted upon by EDRAD. On June 17, 1966, a proposal for, "Request for Developmental Funds Looking Toward the Provision of Educational Laboratory Facilities for the Pacific Region Defined in 'Prospectus for a Pacific Region Educational Laboratory for Research, Development, Demonstration, and Dissemination,'" was submitted to the U.S.O.E. This proposal was designed to contend with the questions raised. It called for a series of conferences and developmental activities among educational agencies in the Pacific.

In the first week of August 1966, telephone communications with the Title IV Office of U.S.O.E. indicated that the June 17, 1966, request by the University of Hawaii for a series of conferences and developmental activities for a Pacific Region Educational Laboratory could be supported, with certain necessary modifications. These modifications consisted in (1) stipulating the exploratory character of the study and the need to review several possible strategies open to Hawaii and Pacific educational agencies; and (2) removing budget categories on incorporation fees and overhead. On August 5, 1966, a letter modifying the original request was submitted to the U.S.O.E. to confirm an agreement first stated by telephone. As agreed to in these conversations, activities outlined in the study commenced immediately.

On August 27th a cable was received authorizing expenditures up to $30,000 before September 20th. A contract was to follow. Copies of the contract arrived in Hawaii on October 5th and reached the Project Director on October 7th. Questions raised by the President's and Comptroller's offices were satisfactorily answered by telephone conversations with the budget officer, Mr. Morrison, on October 14th. The contract was then returned to the President's Office the same day, signed, and mailed.

Problem of the Study

The problem of this study was to assess the feasibility of developing a Pacific region educational laboratory. The subsidiary problems were to (1) assess the interest in cooperation for research and development among educational agencies in the region; (2) gather relevant data on the schools, institutions of higher education, the cultural agencies, and regional industries, and on the research and development talents in the region; (3) consider several possible strategies for cooperation in addition to a regional educational laboratory; (4) ascertain the degree of commitment from possible cooperating agencies; (5) identify regional problems susceptible to attack through educational research, development, dissemination programs; (6) delineate broadly, laboratory programs and functions; (7) propose a general laboratory organization to carry out these programs and functions; and (8) explore various models for legally joining in a regional educational laboratory.

Plan and Conduct of the Study

Inasmuch as the activities of the feasibility study deviated markedly from a typical research project, it seems wise to present a brief overview of the stages of the study. This overview is followed by a detailed narrative account of the stages.

1. August 7-September 12

   Consultation with educational and governmental officials in Samoa, Guam, and the Trust Territory with officials in Department of Defense Dependents' Schools in Japan, Okinawa, Taiwan, and the Philippines; independent American schools in Japan and Taiwan; public independent, and parochial schools, colleges, and the University of Hawaii.
   Development of program for Conference I.

2. September 12-14

   Conference I, Kaimana Hotel, Honolulu for meetings among representatives of all concerned agencies to gain information about the several possible strategies of cooperation for educational research (including the development of a Pacific Region Educational Laboratory) and to test interest in regional cooperation. Development of a conference report.

3. September 15-October 15

   Task Force Study Groups meeting in various locations for one week to gather facts about the school system, inventory talents and resources, develop comprehensive lists of problems, and write a report of the findings.

4. October 15-November 6

   Circulation and study of all reports by each participating agency. Visits from mainland laboratory directors.

5. November 7-November 8

   Conference II in Honolulu for senior officials of all interested agencies to decide on the type of cooperation most desirable in the Pacific region and to take steps to initiate that type of cooperation. Development of a final report.

<u>Initial Consultation and Planning</u>

Initial Conference I plans actually began in anticipation of

the approval of the U.S.O.E. request. In July all prior interested parties to the October 1965 Prospectus on a Pacific Region Educational Laboratory were brought up to date on the happenings of the previous year. Copies of the June 1966 Request were provided along with copies of correspondence, memos, and other background information. Participation in the September Conference I was sought from all Pacific island educational agencies, the Department of Defense Dependents' Schools, the Council of Overseas Schools, the U.S. Department of State's Office of Overseas Schools, the Interior Department, the U.S. Office of Education, the South Pacific Commission, trans-Pacific industrial and business concerns, the Department of State, and the Ford Foundation. Task Force Study Group commitments were sought.

Beginning on August 7th, the Project Director began a series of trips and consultations with educational and governmental officials regarding the feasibility study and their suggestions for Conference I. In all of these contacts he reiterated the purposes of the study: to (1) assess the interest in cooperation for research, development, and dissemination among educational agencies in the region; (2) gather facts about the schools, colleges, University, cultural agencies, and regional industries, and the educational research and development talent in the region; and (3) consider several possible strategies for cooperation in addition to the development of a regional educational laboratory.

From August 7-10, the Project Director met with Dr. John Harold, Director of Education for Samoa and members of his staff and with Acting Governor Aspinall and members of his staff. From August 16-18, he met with Mr. Joseph Blackstead, Superintendent, District I (Japan) of the Department of Defense Dependents' Schools Pacific and Far East Department and members of his staff, with Dr. Melville Holmfeld, Headmaster of the American School in Japan and members of his staff, and with President Nobushige Ukai, President of International Christian University and members of his staff. Prior arrangements to visit Dependents' Schools were cleared with Richard R. Meyering, Associate Superintendent for the Pacific and Far East Department. On August 19 the Project Director met with Mr. Harry Frey, Superintendent, District II (Okinawa) and members of his staff. On August 20-21, he met with Mr. Harold Wire, Superintendent, American School in Taipei, and Pacific and Far East Regional Representative of the Council of Overseas Schools. On August 22 he met with Mr. Roland Peterson, Superintendent, District III (Philippines and Taiwan). On August 24 and 26th he met with Dr. Antonio C. Yamashita, President of College of Guam, and members of his staff, with Ivan Ward Lasher, Director of Education for Guam and members of his staff, and with Governor Manuel F. Guerrero and members of his staff. On August 25-26, he met

with Mr. James Hawkins, Assistant Commissioner for Community Services, with Mr. George Perdew, Assistant Director of Education for the Trust Territories and members of his staff, and with the High Commissioner of the Trust Territory, Mr. W. R. Norwood. The Project Director returned to Honolulu on August 26th. A lengthy report of the consultations was prepared for limited distribution in the University. Suggestions for the program of Conference I were incorporated. Guidelines for Task Force Study groups were prepared. A model legal agreement was drawn up with the aid of competent authorities.

Conference I

Conference I was held in Honolulu, September 12-14. The following agencies were represented: Castle and Cooke, Inc.; Catholic Schools System; Church College of Hawaii; Council of Overseas Schools; Department of Defense Dependents' Schools-Pacific and Far East Department; Dillingham Corporation; East-West Center; Government of Guam; Hawaii Independent Schools Association; Hawaii State Department of Education; Pacific and Asian Affairs Council; Pi Lamda Theta; American Samoa; Trust Territory of the Pacific Islands; U. S. Department of State; U. S. Office of Education; and the University of Hawaii. The Conference program was designed to share information about existing research development and dissemination activity; to test interest in regional cooperation; and to acquaint schoolmen in the Pacific with one another. In some respects the mere holding of such a conference made history. There are no records of any prior meeting of all educational agencies in the Pacific.

By the second day of the Conference it became apparent that the program was not permitting the growing sense of cooperation for a regional educational laboratory to be expressed. The participants formally declared their interest in the regional laboratory. The program was revised to permit sub-committee work on the purposes, programs, and characteristics of a regional laboratory and on proposed guidelines for the forthcoming Task Force Study groups. The participants approved of the plans to share the reports of the committees with all Task Force groups.

Task Force Study Group Activity

Task Force Study Group activity took place in the locations desired by the agencies involved. Each group followed the revised Guidelines. The Guidelines called for the following:

1. a comprehensive list of problems facing the educational agency, delineating priority items for which research,

development, or dissemination activities would be required for solution.

2. an inventory of talent, physical facilities; special technical facilities; educational, cultural, scientific and technical agencies; key industries

3. a summary of suggestions regarding the scope and purposes of organization, structure, and programs for a Pacific Region laboratory

4. Basic factual data on the public and private educational systems to supplement those given in the October 1965 Prospectus

5. a systematic review of the several possible strategies for cooperation and justification for support or denial of each possibility. The possibilities were (a) development of a Pacific Region Educational Laboratory, (b) involvement in an existing Pacific Coast laboratory, (c) submission of projects independently to the U.S.O.E. and others, (d) development of a federally supported research and development center at the University of Hawaii, and (e) lack of feasibility for any cooperative action in the Pacific region. Conference I committee reports and all prior documents relating to a laboratory were distributed to the Task Force groups.

The Trust Territory group under the leadership of Mr. Carl Daeufer met in Honolulu September 16-23, with Drs. Donald Aten and Peter Dunn-Rankin of EDRAD. Drs. Ian Reid and Donald Leton of EDRAD met with the Guam Task Force in Honolulu from September 20-26. The group was led by Dr. Clare Walker, College of Guam. Consultant help from the College of Arts and Sciences and stenographic service were available and used. The American Samoa Task Force study lead by Dr. John Harold met in Pago Pago. Dr. Hubert Everly, Dean of College of Education, University of Hawaii, (requested as a consultant by Dr. Harold) and Dr. Dorothy C. Adkins of EDRAD met with the American Samoan Task Force. The D.O.D. Dependents' Schools-Pacific and Far East Department met in Japan under the leadership of Mr. Joseph Blackstead (Japan) and William Sweet (Korea). Dr. David G. Ryans, Director of EDRAD, and Dr. Robert Potter, Assistant Dean of the College of Education met with the Task Force Group in Fuchu from October 3-7.

The Hawaii Task Force group met in Honolulu from October 3-14. Dr. Howard McKaughan, Associate Dean of the Graduate Division of the University of Hawaii was Chairman. Dr. Arthur R. King, Jr. and

the Project Director represented the Education Research and Development Center with the Task Force Study. The University, public schools, private schools and colleges, church-related schools and colleges, and industry were represented consistently in the group.

Dr. Torlef Nelson, Chairman, Division of Field Services, College of Education, visited the Global Company schools in Kwajalein Island to collect data unfilled by any other Task Force. Dr. Teruo Ihara, Campus Coordinator for Foreign Contracts, gathered data about the schools on Wake and Midway islands. The latter is a special contract school with the D.O.D., the former under the F.A.A.

Dr. Donald Leton and Peter Dunn-Rankin of EDRAD met with Department of Defense Dependents' Schools personnel and with representatives of American-sponsored schools in the Philippines at Baguio on November 3-4.

With the exception of the Report of the Trust Territory Task Force, which was distributed by the High Commissioner's Office, all Task Force reports were mimeographed and mailed to all Conference I and Task Force participants and other interested parties. Five copies of each report were mailed to the Contract Offices.

Pre-Conference II Activity

After the Task Force Study Group reports were duplicated and mailed to all interested parties, consultant visits for Wade Robinson, Director of Central Midwest Educational Laboratory, and Richard Schutz, Director of Southwest Regional Laboratory for Educational Research and Development, were arranged. The two consultants met with public, private, and parochial school leaders of Hawaii; with University of Hawaii arts and science faculty leaders, with the President of the University, with industrial representatives, and with the Education Research and Development Center staff. The experiences of the consultants were helpful in the preparations for Conference II.

A revised outline for a legal agreement among parties interested in a Pacific Region Educational Laboratory was prepared for Conference II development. The outline contained no proposals on the composition and powers of a governing board. Such proposals were adjudged to be the responsibility of Conference II delegates.

Conference II

The second and final conference on the feasibility of a Pacific Region Educational Laboratory met in Honolulu, November 7-8, 1966. The following groups and educational agencies were

represented: Education Department of American Samoa; Catholic Schools of Hawaii; Department of Defense Dependents' Schools, Pacific and Far East Department; the College of Guam and the Department of Education of Guam; the Hawaii State Department of Education; the Hawaii Independent Schools; the Community Services and Education departments of the Trust Territory of the Pacific; the University of Hawaii; and representatives from trans-Pacific industries. Associate Commissioner for Research Richard Louis Bright, Miss Elinor Kippnes, Division of Laboratory and Research Development, and Richard Davis, consultant, were observers representing the U. S. Office of Education.

The principal purposes of Conference II were to review the reports of the five task forces, communicate commitments regarding potential personnel for a laboratory, develop a Conference statement on regional problems, purposes of a regional laboratory, broad program areas, structure and organization of a regional laboratory and on the necessary agreement and procedures to establish a regional laboratory. Conference writing committees, balanced according to geographical interest, were established to carry out most of the major purposes. The final action of the Conference was to discuss and approve the committee reports. In so doing, the delegates voted to establish a Pacific Region Educational Laboratory and adopted a series of procedures to carry out this determination.

Results of the Study

The results of the study can best be demonstrated by a systematic answering of each of the subsidiary questions related to feasibility.

The interest in regional cooperation among educational agencies for research, development, dissemination, and implementation is attested to by the active participation of more than 100 people in this feasibility study, not to mention those involved in the Prospectus development in 1965. Further evidence of interest is the specific action of the delegates to Conference II in voting to establish a Pacific Region Educational Laboratory and voicing commitment of personnel to its proposed activities.

The second subsidiary problem of the study was the amassing of relevant data on the schools, institutions of higher education, the cultural agencies, and regional industries, and on the research and development talents in the region. While it did not seem appropriate to recapitulate all such data contained in the October 1965 Prospectus and the Task Force Study Group Reports in this report, the following regional data are presented as representative of the findings.

Table I

Schools	Pupil Enrollment Grade Level K	1-6	7-9	10-12	Special Ed	Sub-Totals	Totals
Hawaii							
Public	13,964	81,443	36,401	31,251	2,577	165,636	
Private	2,506	14,744	4,757 (Grades 7-8) 340 (Ungraded)	8,907 (Grades 9-12)		31,254	196,890
Department of Defense Dependents' Schools							
District I: Japan		13,403	3,674	1,955	121	19,153	
District II: Okinawa	1,000	6,955 2,475 (Grades 1-7)	2,000	1,300		13,730	
District III: Philippines Taiwan						8,250	
District IV: Korea		812	312	189		1,313	
Midway Island		227	46	23		296	42,742
Trust Territory							
Public		16,436	3,351	1,237		21,024	
Private		5,005	1,410	379		6,794	27,818
Guam							
Public		10,330	3,778	3,373	550	18,031	
Private						5,970	24,001
American Sponsored Schools in the Far East							
Private	287	4,218	1,896	1,402		7,803	
An Additional 24 Overseas Schools Enrolling American Students						3,934	11,737
American Samoa							
Public		4,173	1,293	1,131		6,597	
Private		815	409	171		1,395	7,992
						Grand Total	311,180

Table II

Schools	Personnel		
	Administrators	Teachers	Total
Hawaii			
Public	450	7,396	7,846
Private		1,153	
Department of Defense			
Dependents' Schools			
District I: Japan	83	1,346	1,429
District II: Okinawa	19	466	485
District III: Philippines	13	266	279
Taiwan	6	64	70
District IV: Korea	2	14	16
Midway Island			
Trust Territory			
Public	79	876	955
American Sponsored			
Schools in the Far East			
Private	105	411	516
American Samoa			
Public		385	
Private		64	449

Table III

School	Finance Amount
Hawaii Department of Education Appropriation for 1965-66	$118,900,000.00
Department of Defense Dependents' Schools Estimated Expenditure for 1966	15,000,000.00
Trust Territory Appropriation for 1966	3,967,500.00
Guam Department of Education Expenditure for 1963-64	3,697,130.00
American Sponsored Schools in the Far East Appropriation from Office of Overseas Schools for 1966 (*This figure does not include private tuition payments which constitute a major portion of expendable funds.)	467,898.00*
American Samoa Operating Budget for 1965	3,230,893.00

Table IV

Fate of 1965 Graduates Percent Planning to Engage in Listed Activities							
School	College	Vocational Education	Military	Employment	Marriage	Undecided	Other
Department of Defense Dependents' Schools							
District II: Okinawa	72.3	8.4	2.3		.5		14.0
Guam	53.0	.3	14.0	29.0	2.0	1.0	
Percent Actually Engaged in Listed Activities							
Hawaii							
Public	65.2		8.5	13.3		5.7	
Trust Territory	34.7			11.1 (Private) 11.1 (Government) 34.0 (Teaching)			6.5 2.6 (Unemployed)

Incomplete statistical data on the fate of high school graduates in other areas of the Pacific indicate that approximately 60 percent seek and engage in further education.

In addition to the lists of specific persons in the Pacific region educational agencies who had special experience and professional training which would be required for laboratory operation, a list of more than 200 scholars who could serve as resources for laboratory programs was compiled.

The third subsidiary problem was the consideration of various configurations of effort for cooperative attack on the educational problems of the Pacific region. In the judgment of participants in the conferences and Task Force Study Groups, the formation of a regional laboratory is the most suitable course of action for this region. The reasons supporting such a judgment can be summarized as follows:

Alternative I: Development of a Pacific Region Educational Laboratory

(1) Common problems weld the areas within the proposed region together and differentiate the region from others in which laboratories have been or are being established. All participants are from islands. Island life produces in its peoples a sense of geographic isolation and awareness of the limited amount of land available for all possible uses. Each island has a substantial share or a majority of people of Polynesian or Asian background. Each historically has experienced successive waves of rulers, occupiers, or administrations which in themselves constitute waves of cultural differences. Each is in the process of evolving a new culture through blending widely divergent and inimical cultures. All islands in the proposed region share a common experience of having been or being wards of the United States. The experience of having had only an administrative voice in the federal government rather than a legislative voice in Congress is a bond of understanding. Throughout the region transportation is difficult and expensive; communication is more complex and less reliable than in mainland areas.

In addition, a regional relationship already exists; Hawaii supplies other areas of the region with teachers; government technicians; specialists in agriculture, transportation and education; and scholars in numerous disciplines. Guam and the Trust Territory exchange students. Dependents' School teachers and students transfer about the Pacific and Far East.

(2) The responsibility of the United States to provide the best of modern educational facilities and techniques in areas it administers, that have limited educational opportunitites and that have languages and cultures of their own or clearly distinguishable subcultures, requires the involvement of persons who have knowledge of and insight into the cultural settings and who have firsthand experience in particular geographical settings.

(3) The largest number of persons with knowledge and experience about the Pacific and Far East are in the region. The University of Hawaii is particularly rich in scholarship regarding the Pacific and the Far East. The use of these human resources and scholarship can best be brought to bear upon the educational problems of the area through a Pacific Region Educational Laboratory.

(4) American or American-related schools and colleges existing in proximity to or within foreign nations are exemplars of American education, and the basis of judgment of foreign peoples regarding American education and society whether this is deserved or not. A Pacific Region Educational Laboratory, comprising those schools and agencies confronted with this problem and aware of its international ramifications, could make meaningful contributions to relationships between the United States and other countries.

(5) All preliminary discussions and studies indicate that all agencies which would be part of a laboratory strongly desire the creation of a Pacific Region Laboratory.

Alternative II; Involvement in an Existing Laboratory

All interested groups rejected the idea of involvement in an existing regional laboratory for several reasons.

(1) Existing laboratories have developed their own research, development, and dissemination programs geared to their own problems.

(2) Administrative and research personnel already committed in existing laboratories could be expected to have neither the informed awareness of the pervasive problems of the Pacific nor the necessary localized experience for frontal attacks upon these unique problems.

(3) A mainland laboratory would be less likely to be able to recruit needed new specialist personnel than a Pacific Region Laboratory.

(4) The areas involved in a Pacific Region Educational Laboratory would have difficulty in gaining adequate representation on the governing boards which are already established.

(5) The distance from the mainland to the areas to be served is great. Pacific travel is complex and communications are limited. Those persons most knowledgeable about the transportation and communication situation are to be found in the region itself. A

Pacific Region Laboratory could more expeditiously deal with these problems than a laboratory based thousands of miles from the region.

(6) The regional share of funds within an already developed laboratory would probably be smaller than in a laboratory for this region.

Alternative III: Submission of Independent Projects

All interested groups rejected this method of procedure as a replacement for a regional laboratory for several important reasons.

(1) This method is not a realistic way of coping with major educational problems. It encourages isolated or sporadic attacks rather than coordinated ones.

(2) Title IV funds are not available for this purpose.

(3) Commitment of personnel beyond the life of the small grant cannot be assured. Recruitment of personnel would be limited. Continuity of effort would be impossible.

(4) Each agency would retain this procedure even with a Pacific Region Laboratory.

Alternative IV: Development of a Federally Funded R and D Center in the University of Hawaii

All interested groups would place this alternative a distant second. The following are problems which would have to be satisfactorily resolved before there would be regional interest in this alternative:

(1) The existing University control structure would not provide sufficient voice for the agencies which would comprise the Pacific Region Educational Laboratory.

(2) Research and Development centers have not been sufficiently responsible to needs for applied research on educational problems.

(3) Development, dissemination and training functions have received less emphasis than pure research.

(4) Involvement of public school teachers and administrators is required for successful development, diffusion, and attendant training programs. R and D Centers have avoided this responsibility.

Alternative V: No Action Feasible

All interested groups held this alternative to be unrealistic. It is intolerable to conclude that nothing can be done.

The fourth subsidiary problem was the degree of commitment of personnel from possible cooperating agencies. Publicly voiced commitments for possible personnel constitute the only available evidence at this time.

The fifth problem was the identification of regional educational problems susceptible to attack through research, development, and dissemination activities. A comprehensive list was prepared by a Conference II committee, drawing upon all previous documentation of problems.

1. Tropical equipment and materials specifications.

2. Instructional techniques in isolated schools, including individualized instruction, E.T.V.

3. Teaching English as a standard dialector second language.

4. Motivation in view of the cultural background.

5. Problems resulting from teacher isolation, which include problems relating to selection, retraining, dissemination of materials. The problems related to training of native teachers were differentiated from those involved in training of stateside teachers. The need for teacher career development for the Pacific area accentuated.

6. Vocational education.

7. Community involvement in schools.

8. School as agency in comprehensive task of total community education with special concern for adult education.

9. Pupil-evaluation materials appropriate to the area characterized by cross-cultural, multi-lingual, transitional (politically) and transient (pupil and staff mobility) factors.

10. Cross-cultural curriculum materials.

11. Teaching languages appropriate to area (other than English).

12. Research on learner characteristics in island cultures.

13. Adult Education

The sixth problem was that of delineating broadly laboratory programs and functions. A Conference II committee reviewed all previous documentation on this problem and presented an outline of a laboratory program which was adopted by vote of the Conference. The outline is presented below.

LABORATORY PROGRAM

TARGET PROGRAMS

A. Areas of initial emphasis in target program activities:

1. Language instruction
   a. English
   b. Other language

2. _____

B. Target program activities

1. Functions
   - Assess
   - Design
   - Develop
   - Field Test
   - Revise
   - Demonstrate
   - Disseminate
   - Implement (training)
   - Evaluate

2. Products
   - Teacher material
   - Student material
   - Evaluative instruments
   - Media
   - Training plans
   - Dissemination plans

SUSTAINING PROGRAMS

A. Research

1. Basic research on cultural factors and education

2. Applied research (on both functions and products)

B. Data collection and dissemination (limited to target programs, research, problem sensing, delimiting)

Laboratory Program

1. The Laboratory should divide its primary efforts between target programs and sustaining programs.

2. The sustaining programs should include:
   a. research activities
   b. data collection and dissemination.

3. Research activities should be comprised of:
   a. basic studies of cultural values and education
   b. program oriented applied research.

4. Research into cultural factors should be limited to those variables which have relevance for educational development in target program areas.

5. Applied research should focus on both the functions and the products of target program activities.

6. Data collection and dissemination should be organized around target programs, research activities, and problem sensing and delimiting activities.

7. Target programs are best divided into selected areas, e.g., English language, other languages. These target program areas are not definitive and will change with assessment.

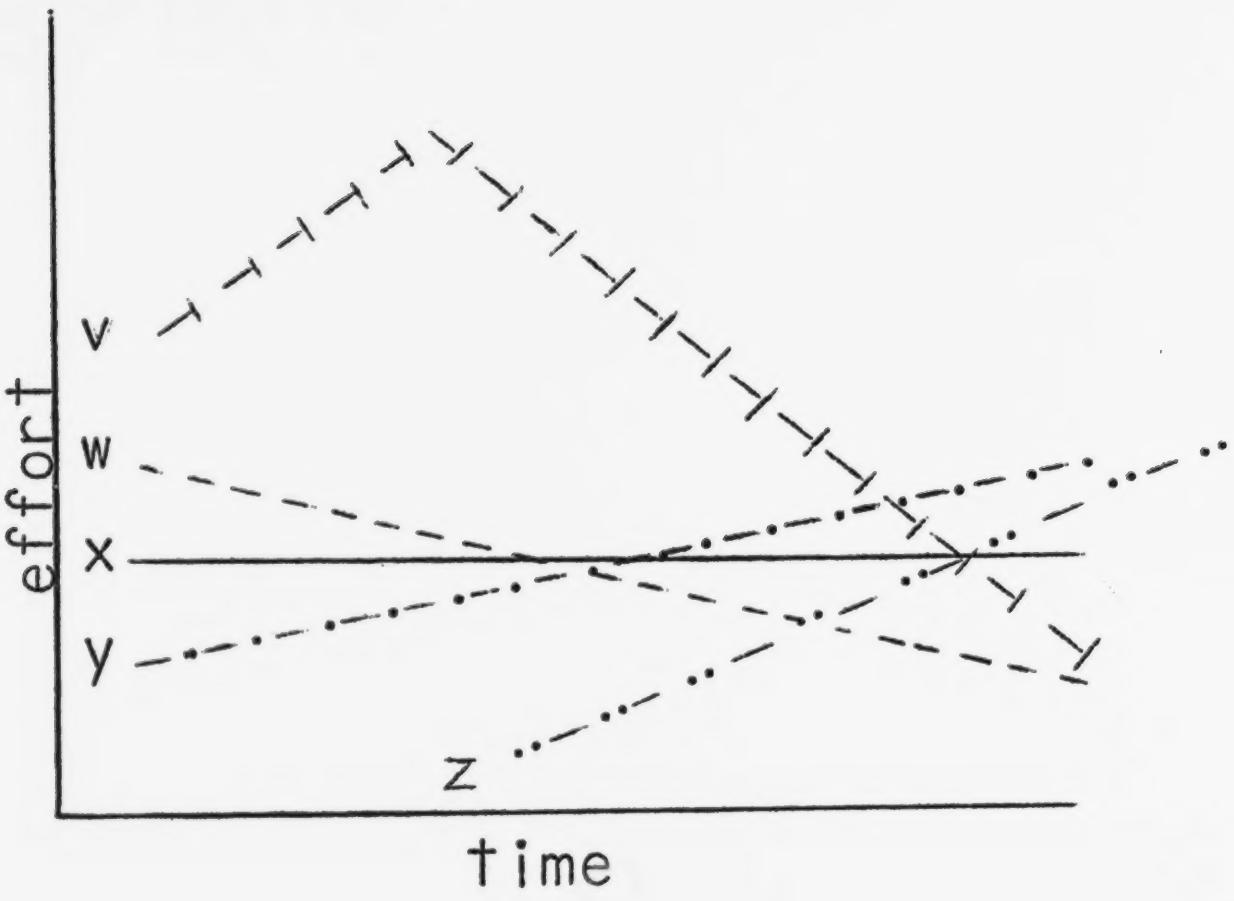
8. Target programs should be realized through certain functional activities which result in products.

9. Functional activities should include: assessing, designing, developing, field testing, revising, demonstrating, disseminating, implementing (including training), and evaluating.

10. Program products should include teacher materials, student materials, evaluative instruments and procedures, media packages, training plans and dissemination plans.

11. In designing educational products the Laboratory should pay special attention to educational systems for remote areas and systems for individualization of instruction.

12. Over a period of time the Laboratory Board and staff may elect to change emphasis in both target and sustaining programs.



This diagram illustrates possible changes in program emphasis over a period of time. One effort (X) remains relatively constant. Efforts (W and Y) commence at high and low levels, respectively; effort W declines as a laboratory emphasis, effort Y rises. Effort V increases rapidly but because it is of short term significance also falls off rapidly.

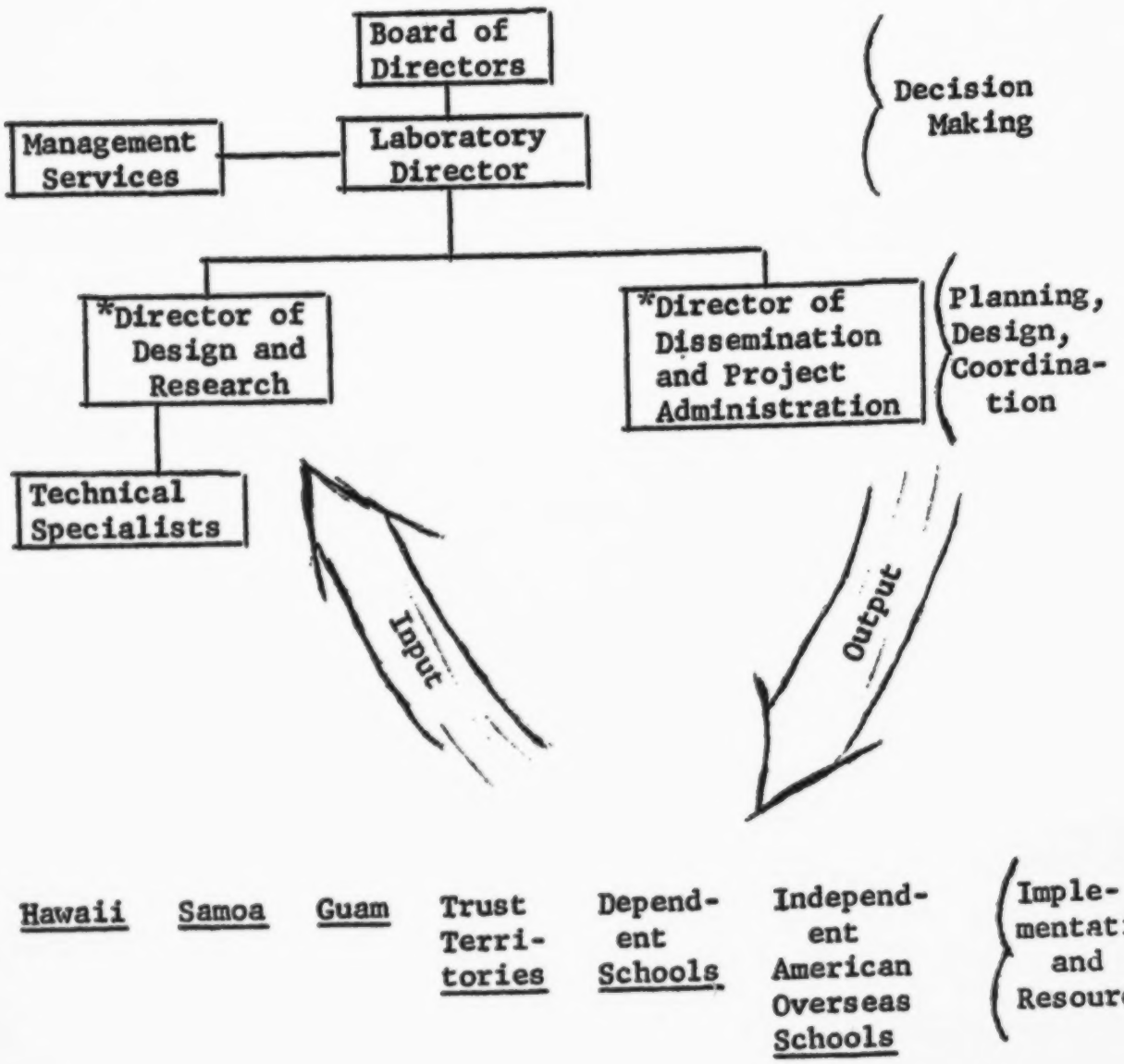
The diagram of another possibility (Z) indicates that some efforts will be initiated later in time. In all, efforts will not be initiated simultaneously.

The choice of target programs should be determined only after each possible program has been carefully described, the network of major events and activities of development explicity identified, and detailed cost estimates based upon the network set forth. The choice can then be made in accord with the resources available or likely to be available.

The seventh problem was to propose a general laboratory organization to carry out the programs and functions. A Conference II committee reviewed all previous documentation on the problems and

presented an outline of an organizational structure which was adopted by a vote of the Conference. The outline is presented below.

Proposed Organizational Chart
Pacific Region Educational Laboratory



*Laboratory Executive Committee

The Laboratory Director is vested with a large measure of authority and responsibility which derives from the Board of Directors.

The Laboratory Director is assisted professionally by a Director of Design and Research and a Director of Dissemination and Project Administration.

To insure coordination of program planning and to reduce duplication of effort, an Advisory Committee shall be formed which will solicit additional members, representing agencies in the Pacific Region which have a legitimate interest in similar and related problems and programs.

It is presumed that in the early stages of operation assistants and technical specialists will be employed on a part-time basis.

The Director of Design and Research is assisted by technical specialists and is primarily responsible for sustaining programs.

The Director of Dissemination and Project Administration is primarily responsible for target programs, but is responsible for the output or application of both target and sustaining programs.

Flow of Activity

Problem or "Need" Information	Local Schools or Laboratory Area Coordinators Personnel, etc.
Problem Evaluation and Project Design	Design and Research Branch
Project Decision	Director (in consultation at Lab Staff and the Advisory Committee Composed of Directors of Educational Agencies with similar interests, and with due regard to policies set by Board
Project Activity	Project Directors A. Contract B. In-house C. Other
Re-Evaluation and Dissemination	Project Administration and Dissemination Branch Auditing by Design and Research Branch
Follow-up	Feedback to all Branches, Board and Other Interested Agencies

The eight and final subsidiary problem of the feasibility study was the exploration of various models for legally joining together in a regional laboratory. A Conference II committee reviewed all previous documentation on the problem and developed a Joint Cooperative Agreement draft. (See Appendices II and III) The Project Director was asked to oversee the process of obtaining legal review of the document, approved by all parties, followed by circulation of the document to potential signatories. The document is drafted in such a manner that when four of the six constituting agencies have signed, the Board of Directors of a Pacific Region Educatoin Laboratory will be formed. These Directors in turn will select an additional nine members. Directors were requested to give due recognition to representation of classroom teachers and various ethnic groups in the selection process. The salient features are quoted below:

"THIS AGREEMENT is entered into pursuant to the constitutional and statutory provisions of the State of Hawaii, and under the other statutory provisions, rules or regulations, governing the exercise of powers by the other institutions as hereinafter set forth, and provides for the joint cooperative exercise of powers among the following parties:

Board of Regents of the University of Hawaii, Acting for and in behalf of the University of Hawaii, the Community College System, and the Center for Cultural and Technical Interchange between East and West (East-West Center);

Board of Education of the State of Hawaii, Acting for and in behalf of the Department of Education of the State of Hawaii;

The Government of Guam, Acting for and in behalf of the College of Guam and the Department of Education for Guam;

The Government of American Samoa, Acting for and in behalf of the Department of Education for American Samoa;

The High Commissioner for the Trust Territory of the Pacific, Acting for and in behalf of the Department of Education of the Trust Territory of the Pacific;

Department of Defense Dependents' Schools Pacific and Far East Department.

Term of Agreement. This Agreement shall be effective, and the Agency shall be established, upon the execution hereof by four or more parties as attested by the signature and dates of execution on the final page hereof, and shall continue in effect until

terminated as provided herein. The other parties may sign this Agreement from time to time as they may determine, however this Agreement shall be effective for all purposes upon its signature by four of the parties, and its effectiveness and validity shall not be affected by the addition or omission of the signatures of the other parties designated herein.

Control of Agency. The Agency shall be under the control of a Board of Directors, hereinafter referred to as "Board," composed of fifteen members, who shall be appointed as follows:

One member appointed by the Board of Regents of the University of Hawaii;

One member appointed by the Board of Education of the State of Hawaii;

One member appointed by the Government of Guam;

One member appointed by the Government of American Samoa;

One member appointed by the High Commissioner for the Trust Territory of the Pacific;

One member appointed by the Department of Defense Overseas Dependents' Schools.

These Board members shall appoint nine more Board members distributed as follows:

One member from private, non-church-related schools or colleges;

One member from church-related schools or colleges;

One member from other educational entities concerned with the education of United States children in foreign countries of the Pacific region;

Two members representing business or industry;

Two members representing cultural or civic organizations who shall not be directly related to educational institutions;

Two members representing labor organizations."

The process of legal review is now underway. Conference II requested that the Project Director without regard to contract

termination continue to coordinate these efforts to obtain an approved document, to circulate it for signatures, and to notify the parties when the document came into force. He agreed. The Director was further requested to r equest the extension of the U.S.O.E. feasibility contract in order that funds might be made available for the first meeting of the Board of Directors. The feasibility study costs have been well below budgeted costs. The extension has been sought. Thus far, no action on extension has been forthcoming.

Recommendations

Schoolmen in the Pacific region, that is islands in the Pacific Ocean and countries bordering the Asian rim of the Pacific Ocean, have in effect declared and demonstrated the feasibility of developing a Pacific Region Educational Laboratory. They have demonstrated their concern for America's international responsibilities in the Pacific region and their interest in strengthening education as a way of meeting these responsibilities. Because of the minimal funds for education in this vast region, the great distances among interested groups, the expense and difficulties of travel, and the relatively low state of economic development in much of the region, it is highly unlikely that any kind of laboratory program can survive without federal assistance. The following recommendations therefore seem in order:

1. That the U.S.O.E. give considered review to this study and its prior documents and that it support the extension of the feasibility contract to support at least the first meeting of the Board of Directors.

2. That the proposed Pacific Region Educational Laboratory be given a developmental grant to carry on the planning underway.

3. That inasmuch as low population density, minimal professional and political power, and other factors make adequate funds for the laboratory programs unlikely, the possible earmarking of a portion of each agencies Title I funds for the Laboratory be investigated.

4. That under no circumstances should the 50th State of Hawaii and significant territories of the Pacific be excluded from some form of long-range assistance through Title IV. We have demonstrated our interest in helping ourselves. We want to do more.

APPENDIX I

Feasibility Study for a Regional Educational Laboratory in the Pacific: Conference II

Kaimuki Room
Princess Kaiulani Hotel
Honolulu, Hawaii

November 8, 1966

Report of Committee No. 1 (Revised)
Regional Problems and Objectives for a Pacific Region Educational Laboratory

Committee Members

Genevieve Okinaga
Robert Zumwinkle
Denton Cook
John Trace
Monsignor Daniel Dever, Chairman

Richard L. Bright, Observer
William L. Prigen, Observer

Regional Problems and Objectives for a Pacific Region Educational Laboratory

The objectives as stated in the Prospectus for PREL (pp. 26-28) are a mixture of routine procedures, mechanics and objectives. The main objection to the statement is absence of focus.

We see the purpose of the laboratory to assist in meeting the most compelling educational needs of the Pacific region especially by the linking of educational research to development and implementation in the classrooms. But as a matter of procedure we prefer to make a clear identification and design of a limited number of essential problems common to the Pacific area and then determine whether these problems might be solved by an intensive application of educational research and technology.

Preamble

We have identified the Pacific Region for which we are proposing an educational laboratory facility in this perspective:

1. Multi-cultural and linguistic area of international scope.
2. Having a common destiny promising mutual benefits from united efforts.
3. Pre-requisite to which is a deeper cross-cultural understanding.
4. Demanding primary concentration on language study.
5. With immediate and special emphasis on English.
6. And the development of staff thoroughly oriented to the whole gamut of educational problems peculiar to the area.

Educational progress in the Pacific region is faced with enormous and unique obstacles--cultural differences, language differences, geographic isolation, teacher turnover, lack of pupil motivation for formal education, and severe educational deprivation. The magnitude and special character of these obstacles provide the basic rationale for an educational laboratory which will focus its attention exclusively on the educational needs of the Pacific region.

The aims of the laboratory require that the indigenous peoples of the island areas be heavily involved in all phases of the laboratory's work--i.e., participating in the identification of needs and problems, involved in research projects, interpreting local conditions and cultural values to laboratory staff, applying innovations as teachers, and evaluating the effects. Such involvement must be consciously built into the laboratory's operations.

N.B. Refer to Trust Territory Task Force Report, pp. 24-25 (re. scope) and pp. 26-27 (re. theme of "Cultural Synthesis") for the guidance of authors of final proposal to be submitted to HEW.

Regional Problems

Regional problems of the Pacific area were identified by Committee 1 after reading the discussion of each of the Task Force reports. The problems selected were those given special emphasis in a particular sub-region and those recurring from region to region in the Pacific area.

The committee first listed thirteen problems not in order of importance:

1. Tropical equipment and materials specifications.

2. Instructional techniques in isolated schools, including individualized instruction, E.T.V.

3. Teaching English as a second language.

4. Motivation in view of the cultural background.

5. Problems resulting from teacher isolation, which include problems relating to selection, retraining, dissemination of materials. The problems related to training of native teachers were differentiated from those involved in training of stateside teachers. The need for teacher career development for the Pacific area was accentuated.

6. Vocational education.

7. Community involvement in schools.

8. School as agency in comprehensive task of total community education with special concern for adult education.

9. Pupil-evaluation materials appropriate to the area characterized by cross-cultural, multi-lingual, transitional (politically) and transient (pupil and staff mobility) factors.

10. Cross-cultural curriculum materials.

11. Teaching languages appropriate to area (other than English).

12. Research on learner characteristics in island cultures.

13. Adult education.

Having listed the major problems reported by the various sub-regions, the committee proceeded to select those problems which seemed to merit primary emphasis. The selection was made on the basis of the emphasis placed in the sub-regional reports along with the committee's recognition of the appropriateness of the problems for the proposed laboratory.

Five problems were taken from the list of the thirteen without ranking them in order of importance. They are: staff development, teaching English as a second language, adult education, pupil evaluation, and motivation. Two of the five, staff development and language teaching were further defined and elaborated by the committee. These follow in greater detail.

Staff Development

The major objective is staff development (1) from among indigenous peoples in those regions that rely heavily on recruitment of personnel from the mainland and (2) of teachers and administrators in the State of Hawaii; in Dependents' Schools, and in independent American Overseas Schools.

To accomplish the above objectives, part (1), it will be necessary for some time to recruit a substantial number of mainland personnel for administartion and teaching in these regions. Their development and orientation should thoroughly acquaint them with the socio-economic character of the area; the cultural context of the student and a deep realization that their role is a transitional one. Therefore a major effort must be made by them to rapidly develop local personnel, making their own presence less essential.

A. For indigenous staff members:
   1. Selection
   2. In-service and pre-service education and training for unqualified staff members--language, general education, and teacher training.
   3. In-service development of qualified staff members relative to the educational needs of the area, and essential to development of curriculum, material, and instructional techniques.
   4. Career development for qualified staff members, including placement, promotion, tenure, transfer, and retirement.

B. For U. S. recruited staff members:
   1. Recruitment and selection
   2. Training in specific techniques essential to the program of the area, and orientation to the cultural and physical environment in which the teacher will work
   3. Training in research and evaluation techniques
   4. In-service education relative to the educational needs of the area, and essential to the development of curriculum, materials, and techniques.
   5. Career development--placement, promotion, tenure, retirement, as well as transfer to other areas in the region

Language: Teaching English as a Second Language or a Standard Dialect in Remote or Isolated Areas

All Task Force Study groups identified the teaching of English as a major problem. This problem exists because of several factors:

1. Teachers for whom English is a native language and who are employed in the areas, are not usually trained in the techniques of teaching English as a second language or in teaching a standard English dialect.
2. Teachers for whom English is not a native language often need training both in the use of English and in the teaching of English as a second language.
3. Materials are not available which are related to the cultural environment of the areas in which the teaching is done.

The following activities are implied by the problems:

1. Development and testing of methods and instructional materials appropriate to these remote or isolated areas with multi-cultured factors in operation.
2. Teacher-training programs related to both methods and content as developed for these remote or isolated areas.
3. Basic research on language development in these multi-cultured environments.

The following summarizes each Task Force Group's statement of specific problems and needs in the teaching of English as a standard dialect or as a second language:

A. Trust Territory of the Pacific Islands: Crucial problem--objective is to establish English as the universal language. But English is a second language and is being taught in a non-English cultural context. Therefore, needed is appropriate methods and instructional materials and teacher-training programs for the indigneous and non-indigneous teacher.

B. Guam: Although English is the official language, Chammorro is still widely spoken. This poses problems for teachers who are not trained to meet this special teaching situation.

C. American Samoa: Problem: to achieve adequate competence in reading, writing, and understanding English. Samoan is still widely spoken. Specific problems are as follows:
1. optimal age for beginning instruction
2. pace and timing of instruction.
3. appropriately graded instructional units
4. effective adaptation of basic curricular content to television media
5. development of adequate materials for testing and evaluating pupil performance
6. teacher-training program
7. basic research on language development.

D. American-Sponsored Schools in the Far East: Problem: Teaching of English as a second language to host and third country nationals; teaching host country languages to American students.

E. DOD Dependents' Schools: Problems: Teaching English as a second language to some elementary grade students; teaching host country languages to American students. Specific Problems: 1. development of appropriate materials, 2. teacher-training program.

F. Hawaii: Problem: to achieve competency in the use of standard English in remote and isolated areas.

Other language problems were given considerable weight in Task Force Reports but this committee ranks these as lower in priority for a regional laboratory function. They are:
1. teaching for improvement of English for English students
2. teaching local languages to English-speaking students and staff
3. teaching local languages, other than English
4. teaching of world languages.

APPENDIX II

Feasibility Study for a Regional Educational Laboratory in the Pacific: Conference II

Kaimuki Room
Princess Kaiulani Hotel

Honolulu, Hawaii

November 8, 1966

REPORT OF COMMITTEE NO. 4 (Revised)

Legal Agreement and Procedures for Establishing a Pacific Region Educational Laboratory

Committee Members

Robert Gordon
James Hawkins
Morris Lusk
Howard McKaughan
William Savard
Peter Warker
Antonio Yamashita

Observers

Richard L. Bright
Denton Cook
Lewis Reade

Report of Committee No. 4

Committee No. 4 presented motions on the following points to the PREL Conference on November 8, 1966. These motions, as amended by the full conference, were adopted by the full conference and are, in substance, as follows:

1. That the laboratory for the Pacific Region be constituted on the basis of a Joint Cooperative Agreement, such as that set forth in the draft of September 11, 1966, but as amended by decisions of Conference II.

2. That provision be made in the Joint Cooperative Agreement calling upon the Board of Directors therein provided for to examine the feasibility and desirability of reconstituting the laboratory on the basis of a non-profit corporation after the Board has begun to function on the basis of the Joint Cooperative Agreement.

3. That "Pacific Region" be defined at an appropriate place in the Joint Cooperative Agreement as follows:

   > "Islands in the Pacific Ocean and the countries bordering the Asian rim of the Pacific Ocean."

4. That where reference is made the draft Joint Cooperative Agreement to the Board's paying compensation to employees legal review be secured as to the propriety of this terminology. (Note: Perhaps the word "Agency" should be used instead of the word "Board.")

5. That the representatives at this conference of the parties named in the first paragraph of the draft Joint Cooperative Agreement notify Dr. John A. Brownell as soon as possible following this conference of the legal authorities under which the institution they represent would enter into the Joint Cooperative Agreement, unless such notification has already been given to Dr. Brownell.

6. That Article 1, Term of Agreement, of the draft Joint Cooperative Agreement be amended in its second and seventh lines to read "by four" instead of "by two."

7. That Article 2, Name of Agency, of the draft Joint Cooperative Agreement be amended by striking the fourth and fifth lines as now written and substituting therefor the following: "the Pacific Region Educational Laboratory (hereinafter referred to as 'Agency')."

8. That Article 3, Control of Agency, of the draft Joint Cooperative Agreement be amended and completed to read as follows: "The Agency shall be under the control of a Board of Directors, hereinafter referred to as 'Board,' composed of fifteen members, who shall be appointed as follows:

One member appointed by the Board of Regents of the University of Hawaii;

One member appointed by the Department of Education of the State of Hawaii;

One member appointed by the Government of Guam;

One member appointed by the Government of American Samoa;

One member appointed by the High Commissioner for the Trust Territory of the Pacific;

One member appointed by the Department of Defense Overseas Dependents' Schools.

These Board members shall appoint nine more Board members as follows:

One member from private, non-church-related schools or colleges;

One member from church-related schools or colleges;

One member from other educational entitites concerned with the education of United States children in foreign countries of the Pacific region;

Two members representing business or industry;

Two members representing cultural or civic organizations who shall not be directly related to educational institutions;

Two members representing labor organizations."

"Each appointment etc.," as on page 6 of the draft Joint Cooperative Agreement to the penultimate line, which, together with the succeeding lines shall be struck and substituted for as follows: "Board of Directors, the

Director representing the institutions named in the first paragraph of this draft Agreement shall draw lots to determine which of them shall have a term of one, two, or three years. At least one-third of these Directors shall have a term of three years, one-third shall have a term of two years, and the remainder shall have a term of one year. The remaining members of the Board of Directors shall be appointed so that at least one-third have terms of three years, one-third have terms of two years, and the remainder have terms of one year."

9. That the text of Article 4, Addition of new members, of the draft Joint Cooperative Agreement be deleted in its entirety and a new text be substituted reading as follows: "The Board of Directors shall provide a procedure whereby additional members may be added to the Board if such are found to be necessary and desirable."

10. That the last sentence and succeeding clause of the first paragraph of Article 5, Interim Board of Directors, of the draft Joint Cooperative Agreement be deleted and that two new paragraphs be added to Article 5 as follows:

> "The appointees of the parties required to bring this Agreement into effect, as defined in Article 1, shall constitute the Interim Board of Directors."
>
> A 90-day time limit shall be placed upon each of the institutions named in the first paragraph of this Agreement to adhere to this Agreement and appoint Directors or to give notice that it does not intend to participate. If no reponse is received within the 90 day period, such lack of response shall be interpreted as a decision not to adhere to this Agreement."

11. That the second line of Article 7, Meetings, of the draft Joint Cooperative Agreement be amended by striking out the words "once every three months" and substituting therefor the word "semi-annually."

12. That Article 8, Voting, of the draft Joint Cooperative Agreement be amended by:

    a. placing a period after the word "quorum" in the second line and striking the remainder of the sentence.

b. changing the second sentence to read: "No action of the Board shall be valid unless a majority of those present of the interim or regular directors then appointed concur therein by their votes."
c. inserting the word "only" between the words "made" and "by" in the last sentence of Article 8.

13. That Article 9, Officers and Employees, of the draft Joint Cooperative Agreement be amended by:

a. changing the first sentence to read: "The Board shall annually elect a chairman, a vice chairman, and a secretary from its members."

b. inserting a paragraph following the first sentence the paragraph to read: "The Chief Administrative Officer of the Laboratory shall be appointed with the approval of no less than three quarters of the finally constituted full Board of Directors, with the proviso that the Interim Board of Directors may appoint an Interim Chief Administrative Officer."

c. changing the first line of the now third paragraph to read: "The Board shall fix the compensation of the Chief."

d. deleting the words "and pay" following the words "to fix" in the first sentence of the now fourth paragraph.

14. That a provision be added to Article 11, Advisory Council, of the draft Joint Cooperative Agreement, which shall require the Board of Directors to select a Review Panel, which will conduct an annual assessment of the Programs of the Pacific Region Educational Laboratory and act as an advisory body to the Board of Directors. This Review Panel shall include at least one representative from each of at least three other regional laboratories and/or research and development centers.

15. That, with reference to Article 13, Funds and Expenditures, of the draft Joint Cooperative Agreement:

a. consideration be given on the basis of legal requirements to the necessity or propriety of changing the word "Agency" to "Board," as appropriate

b. any redundancy in the references to the power and authority of the Agency to receive funds which may exist in paragraphs (a) and (b) be removed;

c. the words "and paid" be struck from the last line of paragraph (d)

16. That the legal review of the draft Joint Cooperative Agreement specifically include consideration as to whether a separate article on "Termination of the Agreement" should be included.

17. That the Prospectus for a Pacific Region Educational Laboratory which shall be submitted by Dr. John A. Brownell to the United States Office of Education contain a provision stating in effect that the Board of Directors of the proposed laboratory will give due recognition to the representation of classroom teachers on the Board of Directors.

18. That the Prospectus for a Pacific Region Educational Laboratory which shall be submitted by Dr. John A. Brownell to the United States Office of Education contain a provision stating in effect that reasonable representation of ethnic groups within the Pacific Region shall be sought in constituting the Board of Directors.

19. That Dr. John A. Brownell, Conference and Developmental Activities Coordinator, College of Education, University of Hawaii, take the following actions following this Conference:

a. Put the text of the draft Joint Cooperative Agreement in final form, including incorporating the changes agreed to by the delegates to this Conference and securing competent legal review of the draft Agreement;

b. Submit a report demonstrating the feasibility of a Pacific Region Educational Laboratory to the United States Office of Education. This report shall incorporate the decisions agreed upon by the delegates to this Conference, and shall include a final draft of the Joint Cooperative Agreement as described in the preceding point;

c. Distribute copies of the final draft of the Joint Cooperative Agreement to the parties named in the

first paragraph thereof and request due execution of the Agreement by the authorized officers of these parties and the naming by each of the parties of their representatives to the Board of Directors as provided for in Article 3 of the Agreement.

In carrying out this action, Dr. Brownell shall take all necessary steps to secure a text of the Agreement which is acceptable to all six of the parties named in the first paragraph of the draft Agreement or to at least four of them.

d. Upon receiving notification that four of the parties named in the first paragraph of the draft Agreement have signed the Agreement, notify all six of the parties named in the first paragraph of the Agreement and the United States Office of Education that the Pacific Region Educational Laboratory has been established.

e. On behalf of the delegates of this Conference, consult with the United States Office of Education for the purpose of securing the extension and expansion of the existing feasibility study grant to include cost reimbursable funds for the purposes of:

(1) Bringing together at least four of the parties named in the first paragraph of the draft Joint Cooperative Agreement with a view to achieving final agreement of these parties to the text of the Agreement, if such action is necessary;

(2) Bringing together the Directors of the Board of the Pacific Region Educational Laboratory for their first organizational meeting. A principal purpose of this meeting shall be to consider the remaining steps necessary to secure a grant of funds under the Cooperative Research Act (P. L. 83-531) as amended by Title IV of the Elementary and Secondary Act of 1965 (P. L. 89-10) to operate the Pacific Region Educational Laboratory.

APPENDIX III

OEC 4-7-016486-0193
"Feasibility Study for A Regional Educational Laboratory in the Pacific Basin"
Dr. John A. Brownell, Project Director,
University of Hawaii

Revised
DRAFT
11-15-66

JOINT COOPERATIVE AGREEMENT

Establishing the
Pacific Region Educational Laboratory
for Research, Development,
Demonstration, and Dissemination

THIS AGREEMENT is entered into pursuant to the constitutional and statutory provisions of the State of Hawaii, and under the other statutory provisions, rules or regulations, governing the exercise of powers by the other institutions as hereinafter set forth, and provides for the joint cooperative exercise of powers among the following parties:

Board of Regents of the University of Hawaii, Acting for and in behalf of the University of Hawaii, the Community College System, and the Center for Cultural and Technical Interchange between East and West (East-West Center);

Board of Education of the State of Hawaii, Acting for and in behalf of the Department of Education of the State of Hawaii;

The Government of Guam, Acting for and in behalf of the College of Guam and the Department of Education for Guam;

The Government of American Samoa, Acting for and in behalf of the Department of Education for American Samoa;

The High Commissioner for the Trust Territory of the Pacific, Acting for and in behalf of the Department of Education of the Trust Territory of the Pacific;

Department of Defense Dependents' Schools Pacific and Far East Department.

W I T N E S S E T H :

WHEREAS, it is to the mutual benefit of the parties thereto and in the best interest of the public that said parties join together to jointly and cooperatively establish an Agency to accomplish the purposes hereafter set forth; and

WHEREAS, the parties hereto find and determine that there is a need to develop fundamental, significant improvements in education and to conduct educational research and to develop, demonstrate and disseminate its findings in order to solve the problems and to serve the needs of the public and private schools, colleges, and universities of the Pacific Region; and

WHEREAS, the parties hereto have found that significant and fundamental improvements in education in the Pacific region require thorough and complete planning and concentrated effort by the total community, including the scientific, cultural, and industrial sectors, as well as by the schools, colleges and universities; and;

WHEREAS, the schools, colleges and universities in the Pacific region share many common problems which tend to unite this geographical area into an appropriate region for the conduct of research, development, demonstration and dissemination; and

WHEREAS, the coordinating and cooperative efforts required of the public and private educational and research agencies are of such a magnitude that it is necessary for the parties to join together cooperatively to establish an agency to be known as the Pacific Region Educational Laborabory in order to accomplish the purposes set forth herein; and

WHEREAS, the 89th Congress of the United States has provided through the enactment of Public Law 89-10, known as the Elementary and Secondary Education Act of 1965, for, among other things, federal assistance to educational research and demonstration programs for federal assistance for the dissemination of information derived from educational research, for federal assistance to public and private non-profit agencies to provide training and educational research, and federal assistance for the construction and operation of facilities for educational research purposes; and

WHEREAS, in enacting the Elementary and Secondary Education Act of 1965 the Congress determined that such assistance may be provided to a combination of educational institutions; and

WHEREAS, private foundations, agencies, or persons may be willing to contribute funds and services to facilitate educational research and development of new educational concepts, techniques, and methods; and

WHEREAS, the BOARD OF REGENTS OF THE UNIVERSITY OF HAWAII, under Article IX, Sections 4 and 5 of the Constitution of the State of Hawaii, and under Title 6, Chapter 44 of the Revised Laws of Hawaii 1955, as amended, and by agreement between the Government of the United States of America. and the University of Hawaii under Grant No. SCC-28079, Revised:

(1) is established as the state university and constituted a a body corporate with full powers of organization and government and in accordance with law, to formulate policy, and to exercise control over the university;

(2) is the primary state-supported academic agency for research;

(3) is authorized to enter into cooperative agreements or other transactions which may be necessary in the conduct of its business on such terms as it deems appropriate;

(4) is responsible for the development and administration of a system of community colleges;

(5) is, by virtue of Grant No. SCC-28079, revised, responsible for the operation and maintenance of the Center for Cultural and Technical Interchange between East and West (East-West Center); and

WHEREAS, the HAWAII STATE BOARD OF EDUCATION, under Article IX, Sections 1 and 2 of the Constitution of the State of Hawaii, and under Title 6, Chapters 37 to 43 of the Revised Laws of Hawaii 1955, as amended, is authorized and responsible for the administration, control, and maintenance of the statewide system of public education, including education at the preschool, primary and secondary school level, post high school vocational rehabilitation, health education, library services and the licensing of private schools; and

WHEREAS, [recitation of authority for other signatories will be placed here after necessary information is received;]

NOW, THEREFORE, the parties mutually agree as follows:

1. Term of Agreement. This Agreement shall be effective, and the Agency shall be established, upon the execution hereof by four or more parties as attested by the signature and dates of execution on the final page hereof, and shall continue in effect until terminated as provided herein. The other parties may sign this Agreement from time to time as they may determine, however this Agreement shall be effective for all purposes upon its signature by four of the parties, and its effectiveness and validity shall not be affected by the addition or omission of the signatures of the other parties designated herein.

2. Name of Agency. The parties hereby agree that an Agency, wholly separate and apart from the entities of the parties, be and is hereby created under the aforesaid provisions of law, and shall hereafter be designated as the Pacific Region Educational Laboratory (hereinafter referred to as "Agency"). The Pacific Region is defined as, "Islands in the Pacific Ocean and the countries bordering the Asian rim of the Pacific Ocean."

3. Control of Agency. The Agency shall be under the control of a Board of Directors, hereinafter referred to as "Board," composed of fifteen members, who shall be appointed as follows:

One member appointed by the Board of Regents of the University of Hawaii;

One member appointed by the Board of Education of the State of Hawaii;

One member appointed by the Government of Guam;

One member appointed by the Government of American Samoa;

One member appointed by the High Commissioner for the Trust Territory of the Pacific;

One member appointed by the Department of Defense Overseas Dependents' Schools.

These Board members shall appoint nine more Board members distributed as follows:

One member from private, non-church-related schools or colleges;

One member from church-related schools or colleges;

One member from other educational entities concerned with the education of United States children in foreign countries of the Pacific region;

Two members representing business or industry;

Two members representing cultural or civic organizations who shall not be directly related to educational institutions;

Two members representing labor organizations.

Board of Directors, the Director representing the institutions named in the first paragraph of this draft Agreement shall draw lots to determine which of them shall have a term of one, two, or three years. At least one-third of these Directors shall have a term of three years, one-third shall have a term of two years, and the remainder shall have a term of one year. The remaining members of the Board of Directors shall be be appointed so that at least one-third have terms of three years, one-third have terms of two years, and the remainder have terms of one year.

4. Addition of new members. The Board of Directors shall provide a procedure whereby additional members may be added to the Board if such are found to be necessary and desirable.

5. Interim Board of Directors. Commencing with the effective date of this Agreement and until the last appointing power has made its appointment by filing its certification with the Board or has notified the Board that it does not wish to participate in the Agreement, the Board of Directors as hereinabove described shall not take office, the terms of office of the directors shall not begin to run, and the Board of Directors shall not be in effect for any purpose, and in place thereof an Interim Board of Directors shall hold office and shall have full authority to operate and control the Agency, except that the Interim Board of Directors shall have no power to make any appointments to the Board of Directors.

The appointees of the parties required to bring this Agreement into effect, as defined in Article 1, shall constitute the Interim Board of Directors.

A 90-day time limit shall be placed upon each of the institutions named in the first paragraph of this Agreement to adhere to this Agreement and appoint Directors or to give notice that it does not intend to participate. If no response is received

within the 90-day period, such lack of response shall be interpreted as a decision not to adhere to this Agreement.

Unless otherwise stated, all references herein to the Board of Directors, or Board, shall apply equally to the Interim Board of Directors during the period following the effective date of this agreement until the Board of Directors take office.

6. Notices. The Board, by resolution, shall designate a specific location at which it will receive notices, correspondence, and other communications and shall designate one of its members secretary as an officer for the purposes of receiving service on behalf of the Agency.

7. Meetings. The Board may hold special meetings as it may determine and shall hold regular meetings at least semi-annually. The date, hour and place for each such regular meeting shall be fixed annually by resolution of said Board, which resolution shall be publicly posted for two weeks on the bulletin board regularly used for official notices by the Agency.

The Secretary of the Board shall cause to be kept minutes of its meetings, both regular and special, and shall promptly transmit to each of the parties hereto, and to such other persons as the Board may determine, true and correct copies of the minutes of such meetings.

8. Voting. The presence of a majority of the iterim or regular directors then appointed shall be required in order to constitute a quorum. No action of the Board shall be valid unless a majority of those present of the interim or regular directors then appointed concur therein by their votes. Provided, that the appointment of directors by the Board of Directors of the Agency may be made only by an affirmative vote of no less than a majority of the directors appointed by the parties designated in the opening paragraph to this Agreement.

9. Officers and Employees. The Board shall annually elect a chairman, a vice chairman, and a secretary from its members.

The Chief Administrative Office of the Laboratory shall be appointed with the approval of no less than three-quarters of the finally constituted full Board of Directors, with the proviso that the Interim Board of Directors may appoint an Interim Chief Administrative Officer.

The Board shall fix the compensation of the Chief Administrative Officer of the Laboratory who shall act as chief

administrative officer of the Agency and who shall perform such other and further duties as may be determined by the Board.

The Board, for the achievement of the purposes herein, shall have the power to appoint any other officer, or officers, or employees, and to employ or retain the services or other organizations and individuals as it may deem necessary and appropriate, to fix their duties, and to fix their compensation provided that no payment shall be made for any such employment or services rendered prior to the approval thereof by the Board. The members of the Board shall serve without compensation but may be reimbursed for necessary expenses incurred in connection with attendance at meetings of the Board or for necessary expenses incurred in performing services on behalf of and at the prior and express request of the Board.

The officers, appointees and employees of the Agency shall not be deemed to be the employees of any party to this Agreement. No member of the Board nor any officer, appointee or employee of the Agency shall be entitled to any compensation or fringe benefits, including but not limited to, sick leave, retirement, pension, or vacation, from any party to this Agreement by virtue of his office or employment by the Agency. Provided that nothing shall prohibit the Agency from contracting for the services of employees of the parties or of other institutions or organizations and reimbursing such parties, institutions, or organizations for the costs involved in providing such services.

10. Scope of Powers. (a) The Agency shall be an administrative, initiating, advisory, coordinating, disseminating, and evaluating entity in order to further the purposes of education and the specific purposes of this Agreement. The Agency shall have the power and authority to exercise any power common to the parties hereto, provided that the same are for furtherence of the objectives of this Agreement as contained herein and in the recitals set forth above, and may to the extent permissible thereunder enter into contracts in its own name with persons and with public or private agencies, boards, and other entities all subject to the terms and conditions of this Agreement. In the absence of its consent, no party to this Agreement, appointing power, or members of the Board of Directors shall be bound to provide any sum of money, property, or service of any kind to the Agency. The Board shall have no power or authority to bind any of the parties to the Agreement to any debt, liability or obligation in the absence of express written authorization from the party to be bound.

(b) The Agency shall not approve or submit programs or proposals under Title IV of the Elementary and Secondary Education Act of 1965, or under any other legislation, or under private grants or under any funding source, which obligates or purports to obligate any specific institution or agency to undertake any responsibility without the prior approval of such institution or agency. In the absence of such approval no party shall be subject to any obligation or liability or have any obligation to provide contributions, assistance or cooperation in any form whatsoever.

(c) The Board shall adopt appropriate rules not inconsistent herewith for the orderly transaction of the business of the Agency.

(d) The Agency shall have no power or authority to incur any obligation in excess of the amount appropriated to its use by a funding source.

(e) In addition to the foregoing powers, the Agency shall have the power to establish, or contract with, research centers and laboratories, to carry out or suggest experimental educational projects, to develop pilot educational programs, to conduct or authorize educational research and development including the development of all varieties of educational materials, teaching aids, and other educational components, to collect and disseminate educational information, to coordinate educational research programs, to develop educational prototypes, to evaluate educational programs and activities, and to engage in other similar, related activities.

11. Advisory Council. The Agency may from time to time establish or abolish one or more advisory councils which councils may include private individuals or organizations to perform such functions as the Board may determine.

The Board of Directors shall select a Review Panel, which shall conduct an annual assessment of the programs of the Pacific Region Educational Laboratory and act as an advisory body to the Board of Directors. This Review Panel shall include at least one representative from each of at least three other regional laboratories and/or research and development centers.

12. Insurance and Taxes. The Agency shall insure itself, the Board and the signatory parties from loss, liability and claims arising out of or in any way connected with their signatory parties to the Agreement. The Agency shall pay all necessary and appropriate federal, state or county taxes.

13. Funds and Expenditures. (a) The Agency shall have the power and authority to receive, accept, and expend or disburse, funds, by contract or otherwise, for purposes consistent with the provisions hereof, which funds may be provided by the United States Government or any of its agencies, the State of Hawaii, Guam, American Samoa, United States Trust Territory of the Pacific, or any subdivision of these entities, or from any other person, agency, or organization, whether public or private, for the purposes specified herein, and shall have the duty to maintain at all times a complete and accurate system of accounting for said funds.

(b) The Agency shall have the power and authority to receive, accept, and utilize the services of personnel offered by any person or organization, including personnel offered by any of the parties to this Agreement or their representatives or agents; to receive, accept, and utilize property, real or personal, from any of the parties to this Agreement, or their agents or representatives, and to receive, accept and expend or disburse funds, by contract or otherwise, for purposes consistent with the provisions hereof, which funds may be provided by any of the parties to this Agreement, or their agents or representatives.

(c) The Agency shall have the right and power to establish and maintain a separate account knownas the "Cash Operating Account" in an amount to be established by the Board for the purpose of payment of emergency items. The Board shall keep, or cause to be kept, a strict account of all such items paid from said fund and shall secure written receipts for the payment of each item with detailed schedules of all items of expenditures, accompanied by said receipts.

(d) Each and every expenditure of funds, except as provided in 13(c) above, shall be authorized or approved by said Board through the adoption of a budget or by other appropriate procedure and audited by a firm of certified public accountants to be selected by the Board.

(e) The Agency shall have no power or authority to assess the parties to this Agreement or the members of the Board for dues or contributions of any kind whatsoever.

(f) The Agency shall establish procedures for the investment or deposit of its funds.

(g) The Agency shall adopt appropriate budgetary procedures. The Board shall file annually with the designated

representatives of the parties to this agreement a statement of the actual income and expenditures made during the prior fiscal year.

(h) The "fiscal year" of the Agency shall be July 1 to, and including, the following June 30.

14. Withdrawal of Parties. The powers and authority of the Agency shall continue until termination of this Agreement. Upon ninety days written notice, any party may withdraw from its status as a party to this Agreement provided that at such time said party has either discharged, or has arranged to the satisfaction of the remaining parties for the discharge of any pending obligations it may have assumed hereunder, and provided further that written notice of intention to so withdraw has been served. A party to this Agreement will incur no liability for any obligation incurred after the date of submission of the notice of withdrawal provided for herein, provided withdrawal is accomplished at the end of the ninety day period.

15. Disposition of Property and Funds. In the event of the complete rescission or other final termination of this Agreement by the institutions or organizations then a party hereto, any property interest remaining in the Agency following discharge of all obligations due by the Agency shall be disposed of by sale or other disposition according to law, and the proceeds, in cash or by their fair market value in kind at the time of rescission or other final termination as aforesaid, distributed to the signatories, then members of the Agency, in equal proportion.

16. Amendments. This Agreement may be amended at any time by unanimous concurrence of the signatory parties then a part of and participating in this Agreement according to the procedures of said parties, provided said amendment is to further carry out the purposes hereinabove expressed. Any such amendment shall be effective upon the date of final execution thereof by all parties then a part of and participating in this Agreement.

17. Severability. Should any portion, term, condition or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the United States, State of Hawaii, Guam, American Samoa or any rule or regulation of the Department of Defense, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions and provisions shall not be affected thereby.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth hereinbelow.

On the _____ day of _____, 1966, by

BOARD OF REGENTS OF THE UNIVERSITY OF HAWAII, ACTING FOR AND IN BEHALF OF THE UNIVERSITY OF HAWAII, THE COMMUNITY COLLEGE SYSTEM, AND THE CENTER FOR CULTURAL AND TECHNICAL INTERCHANGE BETWEEN EAST AND WEST (EAST-WEST CENTER)

BY _____

On the _____ day of _____, 1966, by

BOARD OF EDUCATION OF THE STATE OF HAWAII, ACTING FOR AND IN BEHALF OF THE DEPARTMENT OF EDUCATION OF THE STATE OF HAWAII

BY _____

On the _____ day of _____, 1966, by

THE GOVERNMENT OF GUAM, ACTING FOR AND IN BEHALF OF THE COLLEGE OF GUAM AND THE DEPARTMENT OF EDUCATION FOR GUAM

BY _____

On the _____ day of _____, 1966, by

THE GOVERNMENT OF AMERICAN SAMOA, ACTING FOR AND IN BEHALF OF THE DEPARTMENT OF EDUCATION FOR AMERICAN SAMOA

BY _____

On the _____ day of _____, 1966, by

THE HIGH COMMISSIONER FOR THE TRUST TERRITORY OF THE PACIFIC, ACTING FOR AND IN BEHALF OF THE DEPARTMENT OF EDUCATION OF THE TRUST TERRITORY OF THE PACIFIC

BY _____

On the _____ day of _____, 1966, by

THE DEPARTMENT OF DEFENSE DEPENDENTS' SCHOOLS, ACTING FOR AND IN BEHALF OF THE PACIFIC AND FAR EAST DEPARTMENT

BY _____

END

10-21-69